DOCUMENT RESUME

ED 255 776 CG 018 108

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TITLE Substance Abuse Awareness Telephone Survey. Community School District 22, Brooklyn, New York.
INSTITUTION City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.
PUB DATE 82
NOTE 41p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adults; Alcohol Education; *Alcoholism; Antisocial Behavior; *Community Problems; Community Services; *Drug Abuse; Drug Education; *Drug Use; Elementary Secondary Education; *Information Sources; Neighborhoods; *Public Opinion; Public Schools; Student Problems
IDENTIFIERS Telephone Surveys

ABSTRACT

A random digit dialing procedure was used to administer a telephone survey to 335 adult residents of Community School District 22 in Brooklyn, New York. An interview schedule was developed to measure respondents' awareness of substance abuse in their neighborhoods and of local facilities for dealing with such problems. Respondents (N=125) whose households included school-aged children were asked about substance abuse in schools in a form parallel to the neighborhood survey. The findings indicated that respondents considered drug and alcohol abuse a significant community problem. Marijuana was the drug most frequently cited as the cause of problems, and beer was the most frequently cited alcoholic beverage. Respondents stated that personal observations formed the source for their opinions. Most respondents indicated that they had a fair amount or not much information about the effects of drugs and alcohol. Newspapers and television were the most frequently mentioned sources of information on the effects of both substances. Only 12 percent of all respondents reported knowledge about community health agencies dealing with drug and alcohol problems; even fewer knew of the efforts of law enforcement agencies, religious groups, and schools. About one-third of respondents expressed a willingness to attend a drug and alcohol education program if one were available. (The survey instrument and 17 data tables are included in the report.) (NRB)

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SUBSTANCE ABUSE AWARENESS TELEPHONE SURVEY

COMMUNITY SCHOOL DISTRICT 22
Brooklyn, New York

BROOKLYN COLLEGE
SOCIOLOGY DEPARTMENT

ALTERNATIVES, CSD 22
DRUG ABUSE PREVENTION PROGRAM

DAPC, CSD 22
DRUG ABUSE PREVENTION COUNCIL

CG 018108

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SUBSTANCE ABUSE AWARENESS TELEPHONE SURVEY

COMMUNITY SCHOOL DISTRICT 22

1982

by

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SUBSTANCE ABUSE AWARENESS TELEPHONE SURVEY

COMMUNITY SCHOOL DISTRICT 22

FOREWORD

The concerns and fears of community residents reflect a grass roots perception of issues that beset a neighborhood. Such issues deserve the close attention of community and government agencies in their responsibility for providing basic human services and enhancing the quality of life.

It is from this philosophical basis that the Drug Abuse Prevention Council and Alternatives elicited the help and support of the Department of Sociology of Brooklyn College in conducting a broad community survey to better understand the concerns and issues of residents in the School District 22 community.

This information can guide our programs and substantiate the need for services we observe in our daily dealings with the District 22 community-at-large.

In sharing the outcome of this study, we can assist other individuals and agencies in their service to District 22 residents. Organizations outside School District 22 have access to this study and are at liberty to use the design and instrument in replicating the study in their community.

Your interest and concern are appreciated. We hope this report is useful, and certainly any feedback from you concerning the survey and your use of it will be valued.

DR. MOSES PFEFFERBAUM
Chairman
Drug Abuse
Prevention Council

JOHN BLANGIARDO
Director
Alternatives
Drug & Alcohol
Prevention Program

ACKNOWLEDGEMENTS

We are grateful to Dr. Rita Seiden Miller, who advised us on procedures in telephone sampling and interviewing, and to Dr. Mark Allen, of the New York Telephone Company, who worked out the list of telephone exchanges serving subscribers within the boundaries of the community school district.

Among Brooklyn College students who participated in the project, we want to acknowledge the efforts of Mindy Bach, Marie Ealey, Rosemary Jensen, John Matriciano, Connie Pelosi, and Pamela Sutherland, the interviewers; of Patricia Milner, who instructed the study directors as well as our students in computer operations; and of Karen Fasone and Connie Pelosi, who did most of the coding and keypunching. Ms. Pelosi deserves special thanks for taking considerable supervisory responsibility for interviewing, coding, and data processing operations.

Professor Morton Berkowitz, Director of the Institute for the Study of the Borough of Brooklyn at Brooklyn College, provided the funds for questionnaire reproduction. ■

CONTENTS

FOREWORD . . . . . *iii*

ACKNOWLEDGEMENTS . . . . . *v*

LIST OF TABLES . . . . . *viii*

INTRODUCTORY OF OVERVIEW 1

RESEARCH METHOD 2

SURVEY RESULTS 4

AFTERWORD 21

APPENDIX 23

LIST OF TABLES

TABLE 1 PERCEIVED DEGREE OF PROBLEMS IN AREA OF RESPONDENT'S RESIDENCE 6

TABLE 2 SPONTANEOUS MENTION OF PARTICULAR PROBLEMS IN AREA 6

TABLE 3 PERCEPTION OF DEGREE OF PARTICULAR NEIGHBORHOOD PROBLEMS, IN RESPONSE TO QUESTIONS ABOUT THEN 7

TABLE 4 SOURCES OF INFORMATION ON NEIGHBORHOOD DRUG AND ALCOHOL PROBLEMS 8

TABLE 5 TYPES OF SUBSTANCES MENTIONED AS NEIGHBORHOOD DRUG PROBLEMS 10

TABLE 6 TYPES OF BEVERAGES MENTIONED AS NEIGHBORHOOD ALCOHOL PROBLEMS 11

TABLE 7 PERCEPTION OF DEGREE OF PARTICULAR SCHOOL PROBLEMS BY RESPONDENTS IN HOUSEHOLDS WITH SCHOOL-AGE CHILDREN . . . 11

TABLE 8 SOURCE OF RESPONDENTS INFORMATION ON SCHOOL DRUG AND ALCOHOL PROBLEMS, FOR THOSE IN FAMILIES WITH SCHOOL-AGE CHILDREN 12

TABLE 9 TYPES OF SUBSTANCES MENTIONED AS SCHOOL DRUG PROBLEMS BY RESPONDENTS IN HOUSEHOLDS WITH SCHOOL-AGE CHILDREN . . . 14

TABLE 10 TYPES OF BEVERAGES MENTIONED AS SCHOOL ALCOHOL PROBLEM BY RESPONDENTS IN HOUSEHOLDS WITH SCHOOL-AGE CHILDREN 15

TABLE 11 PERCENT OF RESPONDENTS WHO ACKNOWLEDGE SUBSTANCE ABUSE PROBLEMS FOR SELF AND FOR FRIENDS AND ACQUAINTANCES . . . 16

TABLE 12 AMOUNT OF INFORMATION RESPONDENTS THINK THEY HAVE ON ALCOHOL AND DRUG EFFECTS 16

TABLE 13 PERCENT OF RESPONDENTS MENTIONING VARIOUS SOURCES FOR THEIR INFORMATION ON ALCOHOL AND DRUG EFFECTS 17

TABLE 14 PERCENT OF RESPONDENTS WHO INDICATE AWARENESS OF VARIOUS AGENCIES DEALING WITH DRUG AND ALCOHOL PROBLEMS 19

TABLE 15 EVALUATION OF VARIOUS TYPES OF AGENCIES DEALING WITH DRUG AND ALCOHOL PROBLEMS, FOR RESPONDENTS WHO KNOW ABOUT EACH TYPE OF PROGRAM 19

TABLE 16 SOURCES RESPONDENTS SAID THEY WOULD CONSULT TO FIND OUT ABOUT LOCAL ABUSE SERVICES 20

TABLE 17 WILLINGNESS TO ATTEND ABUSE EDUCATION PROGRAM, AND TO RECEIVE LIST OF REFERRAL AND INFORMATION SOURCES 20

The story is told about a man who had been interviewed by a member of the research team that gathered data for the famous Kinsey report of male sexual behavior in the United States in the 1940's. The interviewee was telling a friend about the interviewer's attitude. "No matter what I told him," complained the research subject, "this guy just looked me straight in the eye and asked, 'How many times?'"

The same reservations about quantification arise in the field of substance abuse. For many members of the general public who have been directly victimized by the criminal act of a substance abuser, for those whose children are suffering from an addiction, for individuals whose own lives have been disrupted by their dependency on alcohol or drugs, their own qualitative experiences have a validity which does not require confirmation or emphasis by reference to numerical frequencies.

And yet, from the perspective of those professionals and policy makers who are responsible for dealing with preventing, treating, and controlling substance abuse, day-to-day reality involves making decisions about the allocation of scarce resources. For this purpose it is important to go beyond recognizing that a problem exists, and to locate the problem with respect to the geographical areas affected, the substances involved, the characteristics of abusers, and the impact on the community.

To be sure, every respectable substance abuse program has a substantial library of surveys and reports, from federal, state and local agencies, which describe in quantitative terms the scope of the problem within the jurisdiction of the reporting agency. Nevertheless, these data are seldom presented with breakdowns in terms of the geographical areas or specific populations that are the responsibility of a particular program, so that their usefulness is limited.

The study reported here is part of a continuing effort on the part of Community School District 22, of the New York City Board of Education, through its Alternatives Program, and of the Drug Abuse Prevention Council, to collect systematic information about the scope of the substance abuse problem within the area and the degree to which community residents are aware of it.

An earlier report, A Comprehensive Substance Abuse information System, authored by Professor Jerome Krase of Brooklyn College, was published by the district in 1981. That report presented a collection of statistical information considered useful for planning programs in the area, which had been gathered from a variety of sources - health, law enforcement, and educational agencies - and broken down, insofar as possible, to coincide with the boundaries of the Community School District. The 1981 report also included a survey of community leaders which sought to ascertain their perceptions of the substance abuse problem.

Growing out of that earlier survey, the present study was designed collaboratively, by Mr. John Blangiardo, Director of the Alternatives Program and Dr. Moses Pfefferbaum, Chairman of the Drug Abuse Prevention Council, representing the Community School District, together with three

faculty members from Brooklyn College: Professor Krase and Professor Daniel Claster of the Department of Sociology, and Professor Bernard Pollack of the Department of Health Science. An interview schedule was developed to measure respondents' awareness of substance abuse problems in their immediate environment - their neighborhoods, local schools, and families - and to find out what they knew about local facilities for dealing with such problems. The survey was administered by telephone, through a "random digit dialing" procedure that contacted adult respondents within the telephone exchanges that serve the district. Six undergraduate students at Brooklyn College conducted the interviews, and 335 were completed.

This report has been prepared with two audiences in mind. First, it is directed toward the District 22 Community itself - toward those people living and working in the area who have already, in one way or another, expressed concern with substance abuse problems and asked for information that may help in dealing with the problems, and toward those people who have not yet been made aware of the problems but for whom this report may provide a stimulus for involvement and action.

The second intended audience comprises people who are not especially concerned with this district, but who are practitioners and researchers in other areas. For them this report is offered as a case study in collaboration between a substance abuse program and a university. Our hope is that this audience will be encouraged to undertake similar surveys in their own communities, primarily to improve the allocation of resources within their areas of responsibility, but also, when a variety of community studies have become available, to make it possible to draw conclusions about the relationship between types of communities and varied responses to substance problems.

RESEARCH METHOD

The Interview Schedule

Guided primarily by the practical concerns of the Alternatives Program and the Drug Abuse Prevention Council, we developed an interview schedule in order to probe the following dimensions:

- Public awareness of substance abuse problems in the area
- Salience of such problems in comparison with other perceived problems
- Awareness and salience of substance abuse problems in the schools
- Existence of substance abuse problems in respondents' families, and among friends
- Sources of respondents' information on substance abuse
- Knowledge of community programs dealing with substance abuse, and evaluation of them

In light of the aim to measure awareness of various problems and programs, it was important to avoid suggesting answers to questions about

them. Therefore, we used an open-ended format for many of the questions, even though it would be more time-consuming to analyze them. But we also followed up with items mentioning particular phenomena, which required respondents to choose among pre-established responses. For example, we asked them to indicate whether they thought illegal drugs in their neighborhood were a major problem, a minor problem, or not a problem.

Inasmuch as the major emphasis in this survey was to describe opinions on substance abuse in the district rather than to explain why some respondents' opinions differ from those of others, it was decided to limit the interview time devoted to gathering background information about respondents. Information was obtained, however, on household head's occupation, and responses classified to reflect socio-economic level. As for neighborhood variations within the district, zip code information makes some comparisons possible, although each zip code in itself represents a very heterogeneous population.

A preliminary interview schedule having been developed, it was pretested with about two dozen respondents, by telephone, in just the way that the final data would be gathered. The pretest revealed some ambiguities in question wording, which were modified for the final draft. In addition, responses to open-ended questions in the pretest provided a basis for formulating alternatives for closed-ended questions in the final schedule.

Sample and Method of Administration

Given the aim to obtain a representative sample of residents of the school district, it was decided to carry out a telephone survey in which telephone exchanges within the district would be identified, and then a table of random four-digit numbers would be used to select the particular households contacted. With the cooperation of the New York Telephone Company, telephone exchanges within the district were identified. The telephone company also made available for each exchange the "fill factor", i.e., the proportion of possible numbers from 0000 to 9999, that were actually in use at the time.

There were 38 exchanges identified as providing service within the district. A quota of either one or two interviews in each exchange was assigned to each of the six interviewers, distributing exchanges among interviewers so that each would complete a total of sixty interviews. Correspondingly, sixty interview schedules were given to each interviewer to be prepared in advance of any interviews, by filling in the exchange numbers in order and also indicating on the schedules, in alternating sequence, that the man of the house, the woman of the house, the man of the house, and so on, was to be interviewed using that schedule. Then the interviewers selected the actual numbers to be called for the assigned exchanges, using tables of random numbers.

In making calls, the interviewers followed their brief introduction by asking for the designated respondent (man or woman of the house). Then the interviewers proceeded to verify that the zip code was one of the five lying wholly or almost wholly within the Community School District. If the zip code was different, the interview was politely terminated; if the zip code was proper and the designated respondent available, the interview proceeded. But if the designated respondent was

not available, the interviewers arranged to call back at a convenient time. When there was no answer to the first call, at least two additional efforts were made, at different times of day and on different days, before giving up on the number.

In addition to rejecting numbers because of improper zip code or no answer after three tries, numbers had to be rejected because they were unassigned, business subscribers, non-English speaking respondents, or refusals to be interviewed. If a number had to be rejected, the interviewer replaced it with another randomly selected number for the same exchange and carried out the interview with a respondent of the same sex as that designated originally for the interivew. A notation was made on each schedule of each call made and of reasons for non-interviews, until the schedule could be properly filled out.

Interviews were completed with respondents at 38 per cent of the tepephone numbers originally sampled. Nineteen per cent of those numbers were not in service, and 16 per cent were subscribers in zip code areas lying largely outside the school district boundries. An additional 11 per cent of original calls yielded refusals to be interviewed. The remaining 16 per cent included households with no respondent of the designated sex, numbers that yielded no answer after three tries, business subscribers, and repsondents whose English was inadequate for a satisfactory interview.

Interviewers

The interviewing was carried out by undergraduate students at Brooklyn College who were given course credit for training and completion of assigned interviews. They were assigned to read a manual on survey interviewing and given instruction in an informal group setting. After several hours of instruction, copies of the interview schedule were distributed and the interviewers interviewed one another, by telephone, under the supervision of a faculty member. Critiques were offered after each practice interview by the students present as well as by the faculty member. The sessions continued, before any actual interviewing was done, until an acceptable degree of proficiency was reached, and practice sessions continued during the weeks that interviews were being conducted.

SURVEY RESULTS

Perception of Neighborhood Problems

It is an occupational disease, among social practitioners, to believe that the general public shares the practitioner's concern about the particular social problem that the practitioner has made his or her life's work. However, in fact a majority of the public frequently turns out to be unaware of the problem and still fewer lay people share the practitioner's concern.

For this reason, in designing and interpreting research on public awareness of such issues, it is important to avoid overestimating such

concern. For example, if an interviewer in his or her first question mentions a social problem that respondents think they ought to be concerned about, and then goes on in subsequent questions to try to tap opinion on the issue, the result is likely to be a spurious conclusion exaggerating public concern with the problem.

Consequently, it is good practice to ascertain the problem's salience by beginning with a question that inquires into respondents' spontaneous perceptions about social problems, without mentioning specific issues. If respondents frequently mention the problem one is interested in at this point, one has evidence of its salience; but if that problem is not mentioned often, but others are, it may be considered less salient.

In this study, therefore, the survey was introduced by saying that it was concerned with "certain (unspecified) community issues", followed by asking whether respondents thought the area of the city they live in had major problems, or not. If they gave affirmative responses, they were asked to name the problems. If they said the area had no major problems, they were asked if it had any problems, and if so, to name them.

Two-fifths of the respondents described their areas as having major problems, and another 30 percent mentioned problems that they did not consider major ones, as shown in Table 1. Table 2 gives the breakdown by problem. Property crime was mentioned spontaneously as a major problem more often than any other problem, violent crime ranked second, and drugs followed crime in emphasis, being mentioned by nine percent of the sample. Among those who mentioned "any problem" rather than major ones, drugs were second to property crime. Alcohol was mentioned as a major problem by three percent of the total sample, and as minor by another one percent.

Keeping in mind that these responses were mentioned prior to any indication that the study is primarily concerned with substance abuse, we may conclude that the drug problem is indeed one of the most salient in the district, while alcohol problems come to mind notably less often.

The data in Table 3 differ from those in Table 2 in two ways. First, Table 2 is based on questions about "the area of the city you live in", presumably encompassing more territory than that referred to in Table 3, which refers to "your neighborhood - that is, the area within easy walking distance of your home". Second, for Table 3, respondents were prompted with mentions of specific issues - burglary, alcohol use, crimes of bodily injury, illegal drugs, and sexual immorality - and for each issue asked whether it was a major problem, a minor problem, or not a problem in the neighborhood.

Not surprisingly, there were substantially greater proportions of the sample who identified problems when prompted in this way than there were for earlier spontaneous-answer questions. Thus, only 14 percent mentioned drugs as a problem without prompting, but when they were mentioned as an issue by the interviewer, 61 percent mentioned them as either a major or minor problem.

TABLE 1

PERCEIVED DEGREE OF PROBLEMS IN AREA OF RESPONDENT'S RESIDENCE

Degree of Problem Perceived	All Respondents
Say area has "major problems"	39%
Say area has problems, but not major ones	30%
Say area does not have any problems	30%
Don't know, other response	1%
Total	100%
(Number of cases)	(335)

TABLE 2

SPONTANEOUS MENTION OF PARTICULAR PROBLEMS IN AREA

Degree of Problem	TYPE OF PROBLEM						
	Property Crime	Violent Crime	Unspecified Crime	Drugs	Alcohol	Dirty Streets	Other Problems
Mention spontaneously as "major problem"	21%	10%	8%	9%	3%	*	2%
Mention spontaneously as "any problem"	15%	4%	4%	5%	1%	4%	1%
Do not mention spontaneously as a problem	64%	86%	88%	86%	96%	96%	96%
TOTAL	100%	100%	100%	100%	100%	100%	100%
(Number of cases)	(335)	(335)	(335)	(335)	(335)	(335)	(335)

*Less than half of one percent

TABLE 3

PERCEPTION OF DEGREE OF PARTICULAR NEIGHBORHOOD PROBLEMS, IN RESPONSE TO QUESTIONS ABOUT THEM

	PARTICULAR NEIGHBORHOOD PROBLEMS				
See Issue as	Burglary	Alcohol Use	Crimes of Bodily Injury	Illegal Drugs	Sexual Immorality
A "major problem"	41%	18%	15%	26%	7%
A "minor problem"	38%	37%	37%	35%	28%
Not a problem	19%	41%	45%	36%	59%
Don't know, other response	2%	4%	3%	3%	6%
TOTAL	100%	100%	100%	100%	100%
(Number of cases)	(335)	(335)	(335)	(335)	(335)

TABLE 4

SOURCES OF INFORMATION ON NEIGHBORHOOD DRUG AND ALCOHOL PROBLEMS

Information Source (Information came from)	TYPE OF NEIGHBORHOOD PROBLEM	
	Drugs	Alcohol
Own observation	50%	50%
Friends	3%	1%
Children	1%	1%
Media	6%	4%
Organizations	*	0
Other sources	2%	1%
Do not perceive as a problem	36%	41%
Don't know, other response	2%	2%
TOTAL	100%	100%
(Number of cases)	(335)	(335)

*Less than half of one percent

Similarly, whereas four percent of the respondents indicated alcohol as a source of area problems spontaneously, 55 percent mentioned alcohol as a major or minor neighborhood problem when asked about that specific problem.

All respondents who identified drugs as a major or minor neighborhood problem were then asked the source of the information about the problem and the same procedure was followed for those who identified neighborhood alcohol problems. The results for these questions are presented in Table 4. Fifty percent of the total sample said that their own observations formed the source for their opinions; much less often cited were the media, and all other sources are mentioned even less frequently.

Respondents who recognized problems of whatever degree in these areas were also asked to identify the particular substances causing the problems, if they could. Thirty percent of the total sample recognized neighborhood drug problems but could not specify the sustances involved. Twenty-seven percent mentioned marijuana, ten percent specified cocaine, and other types of illicit drugs were mentioned less often.(Table 5) As a source of alcohol problems, beer was mentioned most frequently, hard liquor (whiskey, gin, etc.) almost as often, and wine with less frequency.(Table 6)

Perception of School Problems

A particular interest in this study was to gather information relevant for substance abuse programs in the district's schools. Therefore, a series of questions was included, to be addressed to only those respondents whose households included children from 5 to 17 years of age. There were 125 such respondents in this sub-sample. To them, questions were presented in a form parallel to that for questions about neighborhood problems.

Responses to alcohol and drug problems in school, presented in Table 7, may be interpreted in comparison to responses about other school problems - namely: truancy, theft, violence, vandalism, and lack of discipline. As a major problem, truancy and vandalism were most often mentioned, each by 15 percent of the sub-sample, while violence and stealing were least often perceived as major problems. For all these particular school problems, there were not very great differences among responses to them, and drugs and alcohol were neither the most nor least frequently recognized. Interestingly, alcohol and violence were most often cited as "not a problem in their children's schools", by about two-thirds of the sub-sample.

The sub-sample was also asked a question, parallel to the question about neighborhood problems, and about their sources of information concerning school problems. A quarter of the sub-sample cited their own observation as a source for drug and alcohol problem information. Twelve percent got drug problem information from children, and six percent got alcohol problem information from them. It is probably a reflection of the relative attention given by the media to the respective problems that 15 percent of the respondents who are in households with school-age children cited television, newspapers, magazines, etc., as sources of information about school drug problems, but none of these 125 respondents cited such sources of information about school alcohol problems.(Table 8)

TABLE 5

TYPES OF SUBSTANCES MENTIONED AS NEIGHBORHOOD DRUG PROBLEMS

Substance Mentioned	All Respondents
Marijuana	27%
Cocaine	10%
PCP-Angel Dust	3%
Amphetamines	7%
Barbiturates	6%
Heroin	3%
Hashish	2%
Other Drugs	2%
Do not know particular substance	30%
Do not perceive neighborhood drug problem	36%
TOTAL	*
(Number of cases)	(335)

* Percentages total more than 100 because multiple responses were permitted.

TABLE 6

TYPES OF BEVERAGES MENTIONED AS NEIGHBORHOOD ALCOHOL PROBLEMS

Beverage Mentioned	All Respondents
Beer	27%
Wine	7%
Hard Liquor	20%
Do not know particular beverage	26%
Do not perceive neighborhood problem	41%
TOTAL	*
(Number of cases)	(335)

*Percentages total more than 100 because multiple responses were permitted.

TABLE 7

PERCEPTION OF DEGREE OF PARTICULAR SCHOOL PROBLEMS BY RESPONDENTS IN HOUSEHOLDS WITH SCHOOL-AGE CHILDREN

	SCHOOL ISSUES						
See Issue as:	Truancy	Alcohol	Violence	Illegal Drugs	Lack of Discipline	Vandalism	Stealing
A major problem	15%	10%	8%	11%	13%	15%	9%
A minor problem	26%	22%	26%	30%	33%	38%	31%
Not a problem	58%	64%	65%	57%	53%	46%	60%
Didn't know other response	1%	4%	1%	2%	1%	1%	0
TOTAL	100%	100%	100%	100%	100%	100%	100%
(Number of cases)	(125)	(125)	(125)	(125)	(125)	(125)	(125)

TABLE 8

SOURCE OF RESPONDENTS INFORMATION ON SCHOOL DRUG AND ALCOHOL PROBLEMS, FOR THOSE IN FAMILIES WITH SCHOOL-AGE CHILDREN

Information Source	TYPE OF SCHOOL PROBLEM	
	Drugs	Alcohol
Information came from:		
Own observation	26%	25%
Friends	1%	2%
Children	12%	6%
Media	15%	0
Organizations	0	1%
Other source	1%	0
Do not perceive as problem	57%	64%
Don't know, other response	4%	2%
TOTAL	*	100%
(Number of cases)	(125)	(125)

* Percentages total more than 100 because multiple responses were permitted.

When asked about the particular substance causing school problems, respondents mentioned marijuana most often by far, in 24 percent of the cases; among alcoholic substances, beer, cited by 15 percent, was the commonest response. These responses conform with what one might expect on the basis of cost and availability to school children in the district.(Tables 9 and 10)

An overall comparison between perception of neighborhood problems and school problems is instructive. Neighborhoods in general, rather than schools in particular, were more likely to be seen as having problems. And those particular problems - drugs, alcohol, and crimes against persons - which were inquired about in both contexts were twice as often mentioned as neighborhood problems as they were cited as school problems.

Respondents' Involvement in Substance Abuse Problems and Programs

Whereas the first section of the interview schedule focused on the neighborhood and the second section on the schools, the last section addresses the impact of substance abuse on respondents, their awareness of information and treatment resources, and their propensities to make use of such resources. All respondents were asked about the presence of alcohol problems, and of drug problems, among friends and acquaintances in their neighborhoods. And, although we refrained from asking respondents specifically whether they themselves had drug or alcohol problems, we did ask them in one question whether there had been problems connected with alcohol use by their immediate families or themselves, and in another similar question, about drug use.(Table 11) Friends' alcohol problems and friends'illegal drug problems were acknowledged, respectively, by 14 and 10 percent of the sample. The corresponding proportions for family and selves were four and five percent. In light of the tendency for many people to consider questions like this an invasion of privacy and not to admit the existence of such problems among people close to them, we must consider these proportions to be very conservative estimates of the actual prevalence of alcohol and drug problems in the district.

Tables 12 and 13 present respondents' answers to questions asking them to indicate the amount and sources of their information on alcohol and drug effects. Table 12 shows that the amount of information about drug effects is similar to that on alcohol effects. For both types of substances, about one of every ten respondents reports having a great deal of information, five report a fair amount, and three to four report not much information. It was assumed that all respondents have some pertinent information about such effects, and so each of them was asked to mention sources of such information. As shown in Table 13, newspapers and television were by far the most frequently mentioned sources of information on effects of both substances, with percentages between 53 and 59. The next most common responses were magazines, books, and radio. It is noteworthy that all the most common sources of information are impersonal; answers citing friends', families', or respondents' own experiences, as well as group workshops, were among the less commonly mentioned sources.

TABLE 9

TYPES OF SUBSTANCES MENTIONED AS SCHOOL DRUG PROBLEMS BY RESPONDENTS IN HOUSEHOLDS WITH SCHOOL-AGE CHILDREN

Substance Mentioned	Respondents in Households With School-Age Children
Marijuana	24%
Cocaine	2%
PCP-Angel Dust	0
Amphetamines	4%
Barbiturates	3%
Heroin	0
Hashish	1%
Other drugs	24%
Do not know particular substance	17%
Do not perceive as school drug problem	57%
TOTAL	*
(Number of cases)	(125)

* Percentages total more than 100 because multiple responses were permitted.

TABLE 10

TYPES OF BEVERAGES MENTIONED AS SCHOOL ALCOHOL PROBLEM BY RESPONDENTS IN HOUSEHOLDS WITH SCHOOL-AGE CHILDREN

Beverage Mentioned	Respondents in Households With School-Age Children
Beer	15%
Wine	4%
Hard liquor	1%
Other beverages	2%
Do not know particular beverage	18%
Do not perceive school alcohol problem	64%
TOTAL	*
(Number of cases)	(125)

* Percentages total more than 100 because multiple responses were permitted.

TABLE 11

PERCENT OF RESPONDENTS WHO ACKNOWLEDGE SUBSTANCE ABUSE PROBLEMS FOR SELF AND FOR FRIENDS AND ACQUAINTANCES

Self or family have:	"Yes" Responses
Alcohol problems	4%
Illegal drug problems	5%
Friends have:	
Alcohol problems	14%
Illegal drug problems	10%
(Number of cases)	(335)

TABLE 12

AMOUNT OF INFORMATION RESPONDENTS THINK THEY HAVE ON ALCOHOL AND DRUG EFFECTS

AMOUNT OF INFORMATION	ALCOHOL EFFECTS	DRUG EFFECTS
A great deal	12%	11%
A fair amount	54%	49%
Not much	32%	37%
Don't know, other response	2%	3%
TOTAL	100%	100%
(Number of cases)	(335)	(335)

TABLE 13

PERCENT OF RESPONDENTS MENTIONING VARIOUS SOURCES FOR THEIR INFORMATION ON ALCOHOL AND DRUG EFFECTS

Information Sources Mentioned	Alcohol Effects	Drug Effects
Own experience	11%	9%
Friends' experience	14%	8%
Relatives' experience	6%	5%
Television	53%	54%
Radio	16%	18%
Books	18%	20%
Magazines	19%	22%
Newspapers	55%	59%
School workshops	5%	5%
Church workshops	3%	3%
Library workshops	2%	3%
Police workshops	1%	2%
Other workshops	1%	2%
Other sources	11%	8%
TOTAL	*	*
(Number of cases)	(335)	(335)

* Percentages total more than 100 because multiple responses were permitted.

Given the level of concern about substance abuse indicated above, it is appropriate to ask what community resources for dealing with substance abuse problems are known to respondents and how these resources are evaluated. (Tables 14 and 15) Only 12 percent of all respondents said that they knew about any health agencies in the area dealing with drug and alcohol problems, and fewer still knew about law enforcement, religious groups, and school efforts. Among the relatively few who were aware of such programs, unfavorable evaluations were rare, as Table 15 indicates. For health and law enforcement agencies, there were nearly as many "good" as "fair" ratings, and for schools and religious organizations, "fair" was the dominant response.

In order to find out how respondents might deal with an occasion calling upon them to consult substance abuse agencies, they were asked directly how they would go about getting information about such agencies. As Table 16 shows, about a third of the sample either could or would not come up with a source in response to this question. Among specific responses, the classified telephone directory was most often mentioned, by 18 percent of the total sample. Next were the police, with 16 percent, followed by 13 percent who mentioned Alcoholics Anonymous. Another tenth of the sample would consult friends, and a like proportion would go to their local clergyman or other religious contact.

We were interested in how receptive district residents would be to a substance abuse education program, if one were offered. However, we were concerned that they would too easily respond "yes" if we asked simply if they would attend. To try to get a more realistic measure, we raised the issue of sacrifice of time by asking, "If a program were available in your area to educate people about drug and alcohol abuse, would you give up an hour of your time for five weeks to attend it?" Phrased this way, the question evoked positive responses from a third of the sample, as Table 17 indicates. That table also presents the responses to another item that endeavors to tap the level of public interest in substance abuse problems by asking whether respondents would like to have a list of places to get information about drug or alcohol problems. As was the case with the previous item, about a third of the sample gave affirmative responses. ■

TABLE 14

PERCENT OF RESPONDENTS WHO INDICATE AWARENESS OF VARIOUS AGENCIES DEALING WITH DRUG AND ALCOHOL PROBLEMS

Type of Agency Respondents Know About	"Yes" Responses
Health	12%
Religious	7%
Law enforcement	8%
School	6%
(Number of cases)	(335)

TABLE 15

EVALUATION OF VARIOUS TYPES OF AGENCIES DEALING WITH DRUG AND ALCOHOL PROBLEMS, FOR RESPONDENTS WHO KNOW ABOUT EACH TYPE OF PROGRAM

	TYPE OF AGENCY			
Evaluation	Health	Religious	Law Enforcement	School
Good job	27%	18%	41%	21%
Fair job	38%	82%	44%	53%
Poor job	8%	0	4%	0
Don't know, other response	27%	0	11%	26%
TOTAL	100%	100%	100%	100%
(Number of cases)	(40)	(22)	(27)	(19)

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TABLE 16

SOURCES RESPONDENTS SAID THEY WOULD CONSULT TO FIND OUT ABOUT LOCAL ABUSE SERVICES

Would Consult	All Respondents
Yellow pages	18%
Police	16%
Alcoholics Anonymous	13%
Local Church	10%
Friends	10%
Marine Park Assoc.	1%
Other source	*
Don't know, other response	32%
TOTAL	100%
(Number of cases)	(335)

* Less than half of one percent

TABLE 17

WILLINGNESS TO ATTEND ABUSE EDUCATION PROGRAM, AND TO RECEIVE LIST OF REFERRAL AND INFORMATION SOURCES

	"Yes" Responses
Willing to attend program	33%
Willing to receive list of referral sources	33%
(Number of cases)	(335)

AFTERWORD

The concern and recognition of substance abuse as a significant community problem has been substantiated by the findings of this random telephone survey of district residents. The large number of residents sampled, gives significant weight to the findings. Both ALTERNATIVES and the Drug Abuse Prevention Council have recognized this problem over the years. However, the work of Professor Daniel Claster and his students contributes to a fuller understanding of the problem.

It was important to learn that personal observation was the source of information concerning drug and alcohol problems in the respondents' neighborhoods. The problem of drug and alcohol abuse is not hearsay; it touches the lives of residents in very personal ways. This not only frequently happened through personal observations, but more significantly, in the context of friendships and family relationships.

While substance abuse disrupts the flow of life in every level of society, its impact on the lives of young people who are growing, maturing, and learning the basic skills of being effective citizens and individuals, is most tragic. The concerns of parents regarding substance abuse problems in the schools is most critical. While personal observation was less frequently noted as a source of information about substance abuse problems in school, the data shows that school administrators need to give their fullest attention to accurately determining the degree to which substance abuse creates problems in schools. The information they gather must then be disseminated to the community to correct possible misconceptions and/or obtain their support in confronting the problem.

The fact that mass media was shown to be such a significant source of information about the effects of substance abuse for the residents surveyed, indicates the pressing need for the Drug Abuse Prevention Council and other local action groups to monitor media programming. Our role would be to praise educational and prevention efforts, as well as to object to programming that glamorizes the drug and alcohol scene. While the media must do its share in educating the public, there is still a very significant role for providing information from the local perspective. The availability and effectiveness of local information sources is clearly lacking. Schools, libraries, churches, and local police precincts are not reaching the public with information on the substance abuse problem that reflects local conditions and needs. New avenues and means must be found to overcome this deficit.

The report does reveal a significant proportion of community residents who gave some indication of their willingness to participate in local workshops and to receive information from local sources. This lends support to the DAPC's current efforts in conducting community-wide conferences, providing information on substance abuse based on local statistics, and the creation of new community networks for educating and mobilizing local residents.

We are most appreciative of the efforts in creating this report. It was produced largely by the voluntary contributions of time and resources of Professor Claster and his students, and through the continuing concern of the Brooklyn College Department of Sociology chaired by Professor Jerome Krase. The report stands as another milestone in demonstrating how cooperation among individuals and agencies can be significant in confronting local substance abuse issues. We hope it has been equally informative to you, the reader. ■

Dr. Moses Pfefferbaum
Chairman
DRUG ABUSE PREVENTION COUNCIL

John Blangiardo
Director
ALTERNATIVES

APPENDIX

Telephone .....(1-7) Date:..... Time:.....

Designated respondent: Male.....1 (8)
Female...2

MY NAME IS .....
I'M A BROOKLYN COLLEGE STUDENT AND WE ARE CONDUCTING A TELEPHONE SURVEY IN YOUR AREA TO FIND OUT PEOPLE'S OPINION ABOUT CERTAIN COMMUNITY ISSUES.

IN THIS SURVEY, I HAVE BEEN INSTRUCTED TO INTERVIEW THE MAN/WOMAN OF THE HOUSE. I'D LIKE TO ASK:'ARE YOU THE MAN/WOMAN OF THE HOUSE?' If no, then ask -
MAY I PLEASE SPEAK WITH THE MAN/WOMAN OF THE HOUSE?
(Repeat introduction if necessary for the man/woman of the house.)

1. FIRST,I NEED TO VERIFY YOUR LOCATION. I WON'T ASK YOUR NAME OR ADDRESS, BUT WOULD YOU PLEASE TELL ME YOUR ZIP CODE, IF YOU KNOW IT? (9)

( ) 11210 1
( ) 11229 2
( ) 11230 3
( ) 11234 4
( ) 11235 5

(If zip is other than those listed terminate interview.)

2. I'D LIKE TO GET SOME OF YOUR IMPRESSIONS ABOUT THE AREA OF THE CITY YOU LIVE IN. WOULD YOU PLEASE TELL ME WHETHER, IN YOUR OPINION, IS IT AN AREA WITH MAJOR PROBLEMS, OR IS IT AN AREA WITHOUT MAJOR PROBLEMS?

( ) Without major problems.....1 (10)
( ) With major problems 2

3. If 'major problems', then ask: WOULD YOU MIND TELLING ME WHAT YOU THINK ARE THE MAJOR PROBLEMS IN YOUR AREA?

.....(11) (15)

.....(12) (16)

.....(13) (17)

.....(14) (18)

4. If no 'major problems', then ask: CAN YOU THINK OF ANY PROBLEMS AT ALL IN YOUR AREA?

( ) -No.....1
( ) -Yes If yes, then ask:.....2 (19)

WHAT ARE THEY?

.....(20) (24)

.....(21) (25)

.....(22) (26)

.....(23) (27)

5. NOW I WANT TO ASK SOME QUESTIONS SPECIFICALLY ABOUT YOUR NEIGHBORHOOD; THAT IS, THE AREA WITHIN EASY WALKING DISTANCE OF YOUR HOME. I'M GOING TO READ YOU A LIST OF PROBLEMS THAT AFFECT SOME NEIGHBORHOODS MORE THAN OTHERS. I'D LIKE YOU TO TELL ME, IN EACH CASE, WHETHER YOU CONSIDER IT A MAJOR PROBLEM IN YOUR NEIGHBORHOOD, A MINOR PROBLEM, OR NOT A PROBLEM AT ALL.

HOUSE BURGLARY-IS IT A
( ) MAJOR PROBLEM,.....1 (28)
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

USE OF ALCOHOL - BEER/WINE/LIQUOR- IS IT A
( ) MAJOR PROBLEM,.....1 (29)
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

CRIMES THAT CAUSE BODILY INJURY-IS IT A
( ) MAJOR PROBLEM,.....1 (30)
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

USE OF ILLEGAL DRUGS-IS IT A
( ) MAJOR PROBLEM,.....1 (31)
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

SEXUAL IMMORALITY-IS IT A
( ) MAJOR PROBLEM,.....1 (32)
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

If 'illegal drugs' were mentioned as a major or minor problem, then ask:

6. WHAT IS THE SOURCE OF YOUR INFORMATION ABOUT THE DRUG PROBLEM--IS IT BASED ON YOUR OWN PERSONAL OBSERVATIONS OR SOME OTHER SOURCE?
( ) Personal observation.....1 (33)
( ) Other source, then ask:.....2

WHAT OTHER SOURCE? (34) (38)

.....(35) (39)

.....(36) (40)

.....(37) (41)

7. DO YOU HAPPEN TO KNOW ANY OF THE PARTICULAR DRUGS BEING USED THAT CAUSE NEIGHBORHOOD PROBLEMS?
( ) No.....1 (42)
( ) Yes, then ask: 2

WHICH DRUGS ARE THEY?

.....(43) (47)

.....(44) (48)

.....(45) (49)
(46) (50)

See questions 3 & 9

8. If 'alcohol' was mentioned as a major or minor problem, then ask:
WHAT IS THE SOURCE OF YOUR INFORMATION ABOUT THE ALCOHOL PROBLEM? IS IT BASED ON YOUR OWN PERSONAL OBSERVATION, OR SOME OTHER SOURCE?

( ) - Personal observation.....1 (51)
( ) - Other source, then ask:.....2

WHAT OTHER SOURCE?

.....(52) (56)

.....(53) (57)

.....(54) (58)

(55) (59)

9. DO YOU HAPPEN TO KNOW ANY OF THE PARTICULAR ALCOHOLIC BEVERAGES BEING USED THAT CAUSE NEIGHBORHOOD PROBLEMS?

( ) No 1 (60)
( ) Yes, then ask: 2

WHICH BEVERAGES ARE THEY?

.....(61) (65)

.....(62) (66)

.....(63) (67)
(64) (68)

10. ARE THERE ANY CHILDREN IN YOUR HOUSEHOLD BETWEEN THE AGES OF 5 AND 17 ?

( ) No (if no, skip to question 16.)....1 (8)
( ) Yes, then ask:.....2

COULD YOU PLEASE TELL ME THE AGE OF THE CHILD/CHILDREN ON THEIR LAST BIRTHDAY? (9)

(Use circle(s) to note ages below)

(10)

(11)

5 - 6 - 7 - 8 - 9 - 10 - 11 - 12 - 13 - 14 - 15 - 16 - 17

(12)

(13)

Ask only if there are children between the ages of 5 and 17

(14)

11. NOW I'D LIKE TO ASK SOME QUESTIONS SPECIFICALLY ABOUT THE SCHOOL/SCHOOLS YOUR CHILDREN ATTEND. I'M GOING TO READ YOU A LIST OF PROBLEMS THAT AFFECT SOME SCHOOLS MORE THAN OTHERS. I'D LIKE YOU TO TELL ME IN EACH CASE, WHETHER YOU CONSIDER IT A MAJOR PROBLEM, A MINOR PROBLEM OR NOT A PROBLEM IN THE SCHOOL/SCHOOLS YOUR CHILD/CHILDREN ATTEND.

TRUANCY FROM SCHOOL-IS IT A (15)
( ) MAJOR PROBLEM,.....1
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

USE OF ALCOHOL - BEER/WINE/LIQUOR - IS IT A (16)
( ) MAJOR PROBLEM,.....1
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

VIOLENCE-IS IT A (17)
( ) MAJOR PROBLEM,.....1
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

USE OF ILLEGAL DRUGS-IS IT A (18)
( ) MAJOR PROBLEM,.....1
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

POOR QUALITY OF TEACHING-IS IT A (19)
( ) MAJOR PROBLEM,.....1
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

VANDALISM-IS IT A (20)
( ) MAJOR PROBLEM,.....1
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

STEALING-IS IT A (21)
( ) MAJOR PROBLEM,.....1
( ) MINOR PROBLEM, OR.....2
( ) NOT A PROBLEM AT ALL.....3

If 'illegal drugs' were mentioned as a major or minor problem in question, then ask:

12. WHAT IS THE SOURCE OF YOUR INFORMATION ABOUT THE DRUG PROBLEM IN THE SCHOOLS? IS IT BASED ON YOUR OWN PERSONAL OBSERVATIONS OR SOME OTHER SOURCE?

( ) Personal observation.....1 (22)
( ) Other source,then ask:.....2

WHAT OTHER SOURCE?

.....(23) (27)

.....(24) (28)

.....(25) (29)
(26) (30)

See questions 14 & 15

13. DO YOU HAPPEN TO KNOW ANY OF THE PARTICULAR DRUGS BEING USED THAT CAUSE SCHOOL PROBLEMS?

( ) No.....1 (31)
( ) Yes, then ask: 2

WHICH DRUGS ARE THEY?

.....(32) (36)

.....(33) (37)

.....(34) (38)

.....(35) (39)

If 'alcohol' was mentioned as a major or minor problem, then ask:

14. WHAT IS THE SOURCE OF YOUR INFORMATION ABOUT THE ALCOHOL PROBLEM IN SCHOOLS? IS IT BASED ON YOUR OWN PERSONAL OBSERVATION, OR SOME OTHER SOURCE?

( ) Personal observation.....1 (40)
( ) Other source, then ask:.....2

WHAT OTHER SOURCE?

.....(41) (45)

.....(42) (46)

.....(43) (47)

.....(44) (48)

15. DO YOU HAPPEN TO KNOW ANY OF THE PARTICULAR ALCOHOLIC BEVERAGES BEING USED THAT CAUSE SCHOOL PROBLEMS?

( ) No 1 (49)
( ) Yes, then ask: 2

WHICH BEVERAGES ARE THEY?

.....(50) (54)

.....(51) (55)

.....(52) (56)

.....(53) (57)

16. I'D LIKE TO ASK ABOUT YOUR FRIENDS AND ACQUAINTANCES WHO LIVE IN THE NEIGHBORHOOD. HAVE THERE BEEN PROBLEMS CONNECTED WITH THE CONSUMPTION OF ALCOHOLIC BEVERAGES AMONG FRIENDS AND ACQUAINTANCES WHO LIVE IN YOUR NEIGHBORHOOD?

( ) No.....1 (58)
( ) Yes.....2

17. AND ABOUT THE USE OF ILLEGAL DRUGS, HAVE THERE BEEN PROBLEMS CONNECTED WITH THE USE OF ILLEGAL DRUGS AMONG FRIENDS AND ACQUAINTANCES WHO LIVE IN YOUR NEIGHBORHOOD?

( ) No.....1 (59)
( ) Yes.....2

18. I'D LIKE TO ASK YOU ABOUT YOUR IMMEDIATE FAMILY THAT LIVES WITH YOU. HAVE THERE BEEN PROBLEMS CONNECTED WITH THE CONSUMPTION OF ALCOHOLIC BEVERAGES BY YOUR IMMEDIATE FAMILY, OR YOURSELF?

( ) No.....1 (60)
( ) Yes.....2

19. AND ABOUT THE USE OF ILLEGAL DRUGS, HAVE THERE BEEN PROBLEMS CONNECTED WITH THE USE OF ILLEGAL DRUGS BY YOUR IMMEDIATE FAMILY, OR YOURSELF?

( ) No.....1 (61)
( ) Yes.....2

20. CONCERNING ALCOHOL AND ITS EFFECTS, DO YOU FEEL THAT YOU HAVE A GREAT DEAL OF INFORMATION, A FAIR AMOUNT OF INFORMATION, OR NOT MUCH INFORMATION?

( ) A great deal.....1 (62)
( ) A fair amount.....2
( ) Not much.....3

21. AND WHAT ARE THE SOURCES FROM WHICH YOU HAVE GAINED INFORMATION ABOUT THE EFFECTS OF ALCOHOL USE?
(Do not read alternatives),

( )Own Experience.....(63)
( )Friend's experience.....(64)
( )Relative's experience.....(65)
( )Television.....(66)
( )Radio.....(67)
( )Books.....(68)
( )Magazines.....(69)
( )Newspaper.....(70)

Workshops or discussions or lectures at:

( )School.....(71)
( )Church.....(72)
( )Library.....(73)
( )Police station.....(74)
( )Other or unspecified location..... (75)

( )Other sources - specify (76)

.....

22. CONCERNING ILLEGAL DRUGS AND ITS EFFECTS, DO YOU FEEL THAT YOU HAVE A GREAT DEAL OF INFORMATION, A FAIR AMOUNT OF INFORMATION, OR NOT MUCH INFORMATION?

( ) A great deal.....1 (8)
( ) A fair amount.....2
( ) Not much.....3

23. AND WHAT ARE THE SOURCES FROM WHICH YOU HAVE GAINED INFORMATION ABOUT THE EFFECTS OF DRUG USE?

(Do not read alternatives),

( ) Own Experience.....(9)
( ) Friend's experience.....(10)
( ) Relative's experience.....(11)
( ) Television.....(12)
( ) Radio.....(13)
( ) Books.....(14)
( ) Magazines.....(15)
( ) Newspaper.....(16)

Workshops or discussions or lectures at:

( ) School.....(17)
( ) Church.....(18)
( ) Library.....(19)
( ) Police station..(20)
( ) Other or unspecified location.(21)
( ) Other sources - specify (22)

.....

24. DO YOU HAPPEN TO KNOW ABOUT ANY MENTAL HEALTH OR MEDICAL ORGANIZATIONS IN YOUR AREA THAT ARE DEALING WITH DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) No.....1 (23)
( ) Yes.....2

WHAT ORGANIZATION? (24)
.....(25)
(26)

DO YOU THINK THEY ARE DOING A GOOD JOB, FAIR JOB OR, POOR JOB IN DEALING WITH THE DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) Good.....1 (27)
( ) Fair.....2
( ) Poor.....3

25. DO YOU HAPPEN TO KNOW ABOUT ANY RELIGIOUS ORGANIZATIONS IN YOUR AREA THAT ARE DEALING WITH DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) No.....1 (28)
( ) Yes.....2

WHAT ORGANIZATION? (29)
(30)
.....(31)

DO YOU THINK THEY ARE DOING A GOOD JOB, FAIR JOB OR, POOR JOB IN DEALING WITH THE DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) Good.....1 (32)
( ) Fair.....2
( ) Poor.....3

26. DO YOU HAPPEN TO KNOW ABOUT ANY LAW ENFORCEMENT ORGANIZATIONS IN YOUR AREA THAT ARE DEALING WITH DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) No.....1 (33)
( ) Yes, if yes then ask 2

WHAT ORGANIZATION? (34)
(35)
.....(36)

DO YOU THINK THEY ARE DOING A GOOD JOB, FAIR JOB OR, POOR JOB IN DEALING WITH THE DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) Good.....1 (37)
( ) Fair.....2
( ) Poor.....3

27. DO YOU HAPPEN TO KNOW ABOUT ANY SCHOOL PROGRAMS IN YOUR AREA THAT ARE DEALING WITH DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) No.....1 (38)
( ) Yes, if yes then ask.....2

WHAT ORGANIZATION? (39)
(40)
.....(41)

DO YOU THINK THEY ARE DOING A GOOD JOB, FAIR JOB OR, POOR JOB IN DEALING WITH THE DRUG AND ALCOHOL ABUSE PROBLEMS?

( ) Good.....1 (42)
( ) Fair.....2
( ) Poor.....3

28. IF YOU WANT TO FIND OUT ABOUT LOCAL SERVICES FOR PEOPLE WHO ARE DRUG AND ALCOHOL ABUSERS, HOW WOULD YOU GO ABOUT IT?

.....(43) (47)

.....(44) (48)

.....(45) (49)
(46) (50)

29. IF A PROGRAM WERE AVAILABLE IN YOUR AREA TO EDUCATE PEOPLE ABOUT DRUG AND ALCOHOL ABUSE, WOULD YOU GIVE UP AN HOUR A WEEK OF YOUR TIME FOR FIVE (5) WEEKS TO ATTEND IT?

( ) No.....1 (51)
( ) Yes. If yes, then ask :.....2

WHAT TIME WOULD BE MOST CONVENIENT (52)

( ) WEEKDAY MORNINGS, ...1
( ) WEEKDAY AFTERNOONS,...2
( ) WEEKDAY EVENINGS, OR..3
( ) WEEKENDS 4

30. WOULD YOU LIKE TO HAVE A FREE LISTING OF THE PLACES WHERE YOU CAN GET HELP OR INFORMATION ABOUT DRUG OR ALCOHOL PROBLEMS

( ) No.....1 (53)
( ) Yes.....2

If yes, then indicate:

YOU CAN CALL 891-8990 BETWEEN 9 A.M. AND 5 P.M., MONDAY THRU FRIDAY AND LEAVE YOUR NAME AND ADDRESS. THE MATERIAL WILL BE SENT TO YOU.
(if interviewee wishes to leave information fill in following)

Name:.....

Address:.....

Brooklyn, New York 112.....

31. FINALLY, I'D LIKE TO ASK YOU WHAT IS THE OCCUPATION FOR THE HEAD OF YOUR HOUSEHOLD? (54)

.....(55)

Thank you very much for your help.